

PUPIL PREMIUM – STATUTORY INFORMATION

Summary of 2018-2019

What is Pupil Premium?

Pupil premium is money allocated by the government to provide additional support to students from low-income families, students in care, or students with parents in the military service.

Research shows that nationally these students achieve less well than their peers. The government provides this financial support to students to help close this gap.

Schools receive this money each year: the amount received depends on the rate the government sets for each category and how many students in each category attend the school.

The Dorcan Academy takes the responsibility of securing progress for every student, no matter what his or her background, very seriously. Each year, we use Pupil Premium funding to help ensure that every student has the opportunity to make outstanding progress.

How does The Dorcan Academy use Pupil Premium?

The Dorcan Academy was allocated Pupil Premium funding to the amount of £256,190 for the academic year 2018-19. This will be used to support the needs of our Pupil Premium cohort of 274 students.

The current cohort consists of:

Year 7 – 45 students (32%)
Year 8 – 62 students (48%)
Year 9 - 69 students (41%)
Year 10 - 76 students (46%)
Year 11 – 53 students (36%)

Total – 305/748 (approximately 41 %)

In 2018-2019, the funding has provisionally been distributed across the following categories of expenditure: This is an approximation totalling to £

- Pupil Premium Achievement Leader = £5,747
- Pastoral and behavioural support including employment of non-teaching pastoral leads and Heads of House = £53,753
- Small group intervention in English and Maths (KS3 and KS4) = £34,042
- Key Stage 4 intervention programme and raising achievement = £23,639
- KS4 mentoring programme (SLT) = £1,896
- Literacy coordinator and staff literacy training = £2,690
- Subsidies for trips and resources to develop cultural literacy (reviewed on a case by case basis) = £10,000
- Pencil cases, calculators and uniform (on a case by case basis) for PP students = £2,500
- Alternative provision for vulnerable Pupil Premium students = £60,000
- Accelerated reader programme = £11,460
- Proportion of Post -16 and careers officer costs = £5,332
- Administration of Pupil Premium budget = £238
- Staffing to enable specialist staff to offer a broad and balanced curriculum including Vocational pathway = £26,223
- Pupil curriculum resources (Revision guides, Textbooks, Subject materials) = £15,000
- Contingency fund = £19,565

The Dorcan Academy Pupil Premium Action Plan 2018-19			
Headteacher Name:		Sherryl Bareham	Signature:
Pupil Premium Profile 2016-17			
Number of eligible pupils:		281 students 2017/18 & 305 students 2018/19	
Amount per pupil:		£935.00	
Total pupil premium budget:		£256,190	
Current attainment			
		% Pupils eligible for PP	% Pupils not eligible for PP (NA)
% achieving 9-5 EM (2017/18 only)		20.8%	42.2%
% achieving 9-4 EM (2017/18 only)		43.4%	68.9%
Progress 8 score average (from 2017/18)		-0.66	-0.11
Attainment 8 score average (from 2017/18)		34.09	45.23
In-school barriers (issues to be addressed in school)			
A	Number of Y11 PP students achieving grades 9-4 and 9-5 is below national average.		
External barriers			
B	The attendance rate for PP students is 89.9% (A/Y 2017/2018) and 91.18% (YTD A/C 1) - whilst this is above the national average (91%) for PP, it is below the target for all students which is 98%.This reduces their school hours and causes them to fall behind in their learning.		

C	PP students tend to have low aspirations, demonstrated through a lack of resilience which causes them to give up easily, a lack of confidence to ask for help in class and a lack of ambition to achieve and succeed.	
D	PP learners have identified there are additional barriers to their learning which could be non-school related.	
	Desired Outcomes and How they will be Measured	Success Criteria
A	Attainment and progress of PP students in English and Maths is increased.	Attainment gap between Y11 PP and non PP students in English and Maths is -1.41 in English and -1.44 in Maths. Achievement in PP and non PP achieving standard pass must improve to ensure any gap is at least in line with the NA (0%) This will be measured by analysis of AC data and Closing the Gap document.
B	Student behaviour, attitude to learning and engagement improves.	The number of exclusions among PP students has declined from 62% to 47% since term 6 2017/18 to term 1 2018/19.
C	Increased attendance rates for PP students.	Attendance gap between PP and non-PP students closes in order to ensure all students meet the attendance target of 98%. This will be measured through monitoring termly attendance data of PP students by PP lead and HOH.
D	PP students are equipped with strategies and support to overcome emotional barriers to learning and improve resilience in their learning.	PP students show greater resilience in their learning. Progress, attainment and Attitude to Learning scores for PP students are improved. Number of NEETS decreases. This will be measured through analysis of progress and attitude to learning data at each AC.

Approach	Outcomes and success criteria	Owner	Milestones	Completed	Review date
CPD on revision strategies	PP students are supported to revise for assessments and exams, and are equipped with a range of revision strategies that they can use confidently and independently.	MSH	<ul style="list-style-type: none"> CPD designed and delivered to teachers and TAs on teaching of revision techniques. Each teacher to use strategies developed in this session to deliver to at least one group Revision booklets are provided for students to take away Maximise potential for revision techniques. 	On-going Sept 2018	Jan 2019

Attainment gap between PP and non-PP students is monitored, leading to implementation of subject intervention sessions at KS3 and KS4	Attainment and progress of PP students increases across the curriculum. Number of PP students achieving expected and good levels of progress increases. Number of PP students progressing to Post-16 courses improves	MSH	<ul style="list-style-type: none"> • Coordination of bespoke KS4 intervention programme from curriculum leads, following each AC data input to accelerate progress for students performing below '5' grade in core subjects; foundation subject strategies may vary to include development of practical skills, controlled assessment, exam skills etc • Attendance of students in intervention is monitored and clear protocols are in place to bring about an improvement in attendance if required • Gap between PP and non-PP attainment is monitored termly using 'Closing the Gap document' • Departments implement PP intervention action plan which is monitored and shared via Closing the Gap document 	Ongoing	Jan 2019
In-class targeted support and high quality marking and feedback by teachers	Students identified on the seating plan and targeted for questioning, challenge and support at an appropriate point throughout the lesson pertinent to their learning needs.	PMO	<ul style="list-style-type: none"> • PP books marked in line with the school policy, quality feedback is monitored in departmental marking QA 	Ongoing	Jan 2018
Support groups run to build social skills and self-esteem for small groups of targeted and KS4 students (Breakfast Club, Tea and Toast (until Christmas), Social Skills Groups, ASD Groups, EAL)	Attendance of targeted students improves and reduction in poor behaviour of targeted students	SED	<ul style="list-style-type: none"> • 2 Well-being coaches 2 days employed 2 days per week to work with targeted students....etc • Staff employed to support social skills group • Students participate in groups once identified in transition process for students needing additional support SEMH skills / and / or students identified in strategy with SLT / pastoral staff and HOH. • Progress tracked using department pastoral indicators (1 - 5) and individual self-esteem indicators for before and after intervention. 	Ongoing	Each long term
Handwriting and Typing speed support course provided for targeted students	PP students do not lose marks in exams and assessments due to poor handwriting	SED	<ul style="list-style-type: none"> • Net Book's to be given to those who need further support. • Progress of targeted students is tracked • Volunteer to attend 2 mornings a week with a limited number of students. 		Each long term
Support provided for less able and vulnerable students (The Hub). This includes support during transition into secondary, including targeted literacy and numeracy support , along with attendance and behaviour	Students make at least expected progress in y7,8 and 9 and gap between students in intervention and students not in intervention closes. Y7 students transition well into TDA. PP students feel successful in their learning and achieve good levels of progress. Attendance and	SED	<ul style="list-style-type: none"> • Students' progress is tracked and analysed at the end of each intervention cycle • Bespoke programme to support mental health and anxiety - their progress is tracked on the SEN register. 		Each long term

	behaviour of targeted students improves				
Early morning maths intervention programme for students who were below a scaled score of 90 within the subject. (For PP and Non-PP)	Increased expected and good levels of progress to be achieved in Maths among targeted PP students within year 7.	NW	<ul style="list-style-type: none"> Targeted students receive additional intervention to secure greater levels of expected progress. Progress of students that attend intervention is tracked. 	Terms 1 and 2	December 2018
Targeted intervention group for years 10 and 11 students to diminish differences within Maths. (PP & Non-PP)	Increase students attainment and achievement by working in a small class, and areas taught target gaps in knowledge,	JA	<ul style="list-style-type: none"> Targeted students attend maths lessons with JA to secure greater progress Progress of students monitored at each assessment cycle to track impact 	Ongoing	At data drops
Small group English intervention programme at KS3 (and KS4)	Increased expected and good levels of progress achieved in English among targeted PP students in all year groups	JSM	<ul style="list-style-type: none"> Targeted students receive additional intervention during the core subject in small borderline groups to secure greater levels of expected progress Progress of students in intervention is tracked 	Ongoing	Sept 2019
PP students receive targeted pastoral support through the appointment of Heads of House and non-teaching pastoral staff	Attendance and behaviour among PP students improves and vulnerable students receive pastoral support. Attitude and effort of PP students improves and number of PP students achieving expected good and expected levels of progress increases in line with non-PP students. The number of PP students involved in Level 3 incidents decreases and the number of exclusions among PP students is below the NA.	TCH, JAO, LBA, EBU, TMA, JCO, MSH	<ul style="list-style-type: none"> Attitude and Effort strategy is implemented to target students with attitude and effort concerns are targeted following AC2 data analysis Tutors monitor targeted students, who carry reports to measure attitude and effort. Where insufficient progress is made, students are placed on attitude and effort reports. HOH oversee this process and monitor progress of targeted students Pastoral staff are deeply engaged with parents/carers and outside agencies and focus on removing barriers to learning and tracking achievement of identified groups of students. Implementation of attendance policy and termly analysis of PP students' attendance Analysis of Closing the Gap documents used to target individual PP students for improvement in attendance Attendance problems are highlighted quickly by tutors and tracked using attendance data Tutors to complete the fortnightly Behaviour and attendance individual tracker with their tutor group to raise the profile of attendance 	Ongoing	Jan 2019
Academic mentor support provided for all KS4 PP students	PP students' ATL is increased and progress towards targets is increased.	MSH	<ul style="list-style-type: none"> Students receive academic mentoring from members of SLT/other designated staff during tutor time (am registration), termly or twice-termly 	On-going	Jan 2018
Various financial support provided to students in need where appropriate to remove	Resilience and ATL of targeted students improved and	RRY	<ul style="list-style-type: none"> Spending is tracked and up-to-date details are available on request Funding supports a variety of individual, academic needs and some extra-curricular activities including DoE. 		Ongoing

barriers to learning access to the same opportunities as non-PP students (music lessons, resources, trips)	provision of resources leads to direct impact on attainment				
Resilience issues addressed	PP students develop resilience in their learning. PP students ask for help in class and do not give up if they find it difficult	MSH/PMO	<ul style="list-style-type: none"> Resilience developed in PE department, through opportunities such as Pencelli and Y7 camp. Staff CPD on 'growth mindset' delivered 'Growth mindset' awards are presented in awards assemblies 	On-going	Jan 2018
PP students receive careers guidance and support in options and post-16 choices through careers support and the employment of a careers advisor	PP students are not disadvantaged in the workplace and more realise the enabling power of education and realise that their actions and attainment at secondary directly impact on their future. PP students are able to make informed decisions about post-16 courses. All PP students apply for post-16 students and number of NEETS is reduced. Number of Y10 PP students completing work experience placements increases.	BKO, CKN	<ul style="list-style-type: none"> 1-1 careers advice is provided to all Y11 PP students College applications are logged and tracked by careers staff 1-1 careers interview are provided to all Y10 PP students in summer term Additional support is provided to PP students in completing CVs and letters in preparation for mock interviews and work experience applications Year 9 PP students attend group sessions and interviews as guidance through options process. 	On-going	Sept 2019
Employment of PP lead to monitor progress of PP students and evaluate PP intervention strategies	The progress of PP students are monitored at each assessment cycle, barriers to learning identified and strategies put in place to address.	RRY	<ul style="list-style-type: none"> Implementation of staff audit of focus group of PP students, in order to identify barriers and promote shared practice among teachers Analysis of assessment cycle data and Closing the Gap document to track progress of PP students and identify difference in progress when compared with non-PP peers. PP intervention programme is monitored and evaluated on a termly basis 	On-going	termly
Accurate records of PP spending are kept and available on request	Up to date, accurate PP spending is available upon request.	ABO	<ul style="list-style-type: none"> Accurate budget for spending are presented to Head Teacher and PP lead. Separate reports are prepared to include staffing payments. PP student participation and costing in trips and other expenses is rigorously tracked. 	On-going	Sept 2019
Alternative provision at Oakfield and Riverside sites is provided for vulnerable and challenging students	Vulnerable and challenging students have appropriate support for their behaviour and pastoral needs and avoid permanent exclusion. Number of PEX decreases and attendance and behaviour of	MSH	<ul style="list-style-type: none"> Termly reports are provided by Oakfield and Riverside Pastoral leaders attend all meetings at Riverside and twice termly visits are made by pastoral staff to Oakfield. Internal subject review Assessment and Intervention cycle to support interventions for students PP Data once a term Full Reports in terms 2,4,6 (KS3) and 2- 6 KS4 	On-going	Termly

	students in alternative provision improves. Students in alternative provision are successful in achieving GCSE qualifications.		<ul style="list-style-type: none"> • ILPs • Parent days in Terms 2,4,6 (ask JCO) • Attendance data sent to school weekly, reviewed Termly evaluated and analysed results. • Evaluation and Analysis of of Incidents, Exclusions, Behaviour and assessment • Intervention with external agencies • Pen Portraits • Youth engagement work, school nurse, Swindon Ten to Eighteen project (STEP), CEG work that includes work and college preparation with interview day and Higher Education Fayre involvement many events, to include Induction, University trips UWE and Bath Univesity, work experience PHSE events (U TURN, First Aid, Internet Safety and dangers of CSE) • Reward trips in terms 6 • Post 16 IAG (ask JCO) 		
Behaviour of PP students improves	PP students are involved in less serious incidents, FTEs and number of Isolations. Attendance of PP students increases in line with non-PP students. Students requiring alternative provision are supported and are successful in completing GCSEs. Impact of poor behaviour on PP students' progress is reduced and number of PP students achieving expected level of progress increases.	MSH	<ul style="list-style-type: none"> • Identified students complete 3 Day Programme with the Behaviour Intervention Team (BIT) and 4 week programmes. Students with SEN or vulnerable have intervention in ICE (Isolation in a Caring Environment). • The programme work run by the BIT team students receive 1-1 classwork support or targeted group work. This work identifies barriers to learning and any further strategies that are needed. There is a short report of this work that goes back to strategy panel and is then shared with staff. • Raising the Bar strategy targets PP students in order to reduce Isolations and increase the students' aspirations. • SLT role to oversee implementation of behaviour policy and improvement of behaviour management in classrooms, manage negotiated transfers and support acute cases of behaviour that required alternative provision • FTE, Isolation, punctuality and attendance data are monitored. 	On-going	Jan 2019

PP Plans at Dorcan

- Highlight any barriers to learning that might occur for our students (in/out of school). This will be initially investigated 1-1. Following this – integrate learners' points into MINT class (strategies that work for each learner). Initial focus group of 24 year 11 students - help required will be feedback to teachers and TAs to assist in the progress of the learners.
- Focus groups in years 10 and 8 will be formed following assessment windows in term 2.
- Faculties are to highlight success stories/wins of learners and feedback to use across subjects – utilise exemplar strategies amongst subjects.
- Teach Meet style sessions for teaching/support staff of specific learners (per session) to work together to understand learning styles/techniques of the PP learners.

- Continue to deliver data, and question the differences within our classrooms. Exchange of best practice for diminishing differences through challenge and robust strategies and support.
- Continue to raise the profile of knowing your students (PP). Who are they? Where are they sat? What is their data progress story?
- Build on our strong intervention programme, ensuring that it is specific, relevant and has a focussed outcome each session – celebrating progress with the learners to build rapport and confidence.
- Continue to build the relationships with learners and families. To open dialog – call home with praise no matter how small.
- Raising aspirations through enrichment – Focussed clubs and trips that inspire and spark, the curiosity of the world underpinned with values of where education can take you.
- Launch free breakfast bagels and cereals for all learners in term 3.